

California Postsecondary Education Commission			
Improving Teacher Quality State Grants Program			
Project Description			
Project Title	UCLA Mathematics Project STIR		
Grant Amount: \$124,010	Grant Period: February 1, 2007 - May 31, 2008		
Grade Level: 6-12	Subject Matter: Mathematics		
Institute of Higher Education	University of California, Los Angeles		
Local Education Agency	Los Angeles Unified School District, Local District 7		
Additional Partners:			
Need for Project/ Population To Be Served:	In the Los Angeles Unified School District (LAUSD), 31% of all students score proficient or advanced on the mathematics portions of the CST. Disaggregating the LAUSD data reveals that 29% economically disadvantaged students, 28% of African-American and Latino students, and 24% of English Learners scored proficient or advanced on the mathematics portions of the CST.		
Project Goals:	The goals for this grant are the same as those listed in the CMP STIR RFP. Specifically, the activities outlined in this grant will: • Provide a coherent and comprehensive induction and support program for teachers of mathematics that will increase the retention of teachers, deepen teacher's mathematics and pedagogical content knowledge, increase teacher leadership, and establish a school culture that is collegial and supportive • Allow the leadership team to conduct research that adds to the knowledge base on mathematics teacher retention • Provide opportunities for researchers to disseminate the findings broadly.		
Summary of Activities:	UCLAMP is working in conjunction with the secondary mathematics team of Teacher Education Program in Center X. The STIR Institute will serve as the mathematics methods course for the resident students who are in their first year of teaching. The focus of the institute will be building the content pedagogical knowledge of the participating teachers, as well as creating a professional community around teaching mathematics. In the 2nd and 3rd years of the grant, the participants will attend a one week intensive institute during the summer with follow up session during the school year. In year 4 and 5 of the grant, participating teachers will have opportunities to engage in activities to develop and increase their leadership skills.		
Outcomes Expected:	Teachers participating in the retention cohort professional development will have a higher teacher retention rate and engage in more leadership and career enhancement activities than teachers in the comparison cohort. Additionally, retention cohort teachers will show increases in mathematics content knowledge as a result of participation.		
Teachers Served	37	Students Served	25,000
Project Website:			
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